## Theory of Knowledge Presentation Assessment Instrument

<table>
<thead>
<tr>
<th>Do(es) the presenter(s) succeed in showing how TOK concepts can have practical application?</th>
<th>Level 5 (Excellent (A))</th>
<th>Level 4 (Very Good (B))</th>
<th>Level 3 (Satisfactory (C))</th>
<th>Level 2 (Basic (D))</th>
<th>Level 1 (Elementary (F))</th>
<th>Irrelevant (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation is focused on a wellformulated <strong>knowledge question</strong> that is clearly connected to a specified <strong>real-life situation</strong>. The knowledge question is <strong>effectively explored</strong> in the context of the real-life situation, using <strong>convincing arguments</strong>, with <strong>investigation of different perspectives</strong>. The <strong>outcomes of the analysis</strong> are shown to be <strong>significant to the chosen real-life situation and to others</strong>.</td>
<td><strong>9-10</strong></td>
<td><strong>7-8</strong></td>
<td><strong>5-6</strong></td>
<td><strong>3-4</strong></td>
<td><strong>1-2</strong></td>
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<tr>
<td>The presentation identifies a <strong>knowledge question</strong> that has some connection to a specified <strong>real-life situation</strong>. The knowledge question is <strong>explored</strong> in the context of the real-life situation, using <strong>some adequate arguments</strong>. There is <strong>some awareness of the significance of the outcomes of the analysis</strong>.</td>
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<td>The presentation identifies a <strong>knowledge question</strong> and a <strong>real-life situation</strong>, although the <strong>connection between them may not be convincing</strong>. There is <strong>some attempt</strong> to explore the knowledge question. There is <strong>limited awareness of the significance of the outcomes of the analysis</strong>.</td>
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<td>The presentation describes a <strong>real-life situation without reference to any knowledge question</strong>, or treats an abstract knowledge question <strong>without connecting it to any specific real-life situation</strong>.</td>
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<td>The presentation does not reach the standard described by levels 1–5</td>
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</tbody>
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### Some possible characteristics

- **Sophisticated**
- **Discerning**
- **Insightful**
- **Compelling**
- **Lucid**
- **Credible**
- **Analytical**
- **Organized**
- **Pertinent**
- **Coherent**
- **Relevant**
- **Adequate**
- **Acceptable**
- **Predictable**
- **Underdeveloped**
- **Basic**
- **Unbalanced**
- **Superficial**
- **Derivative**
- **Rudimentary**
- **Ineffective**
- **Unconnected**
- **Incoherent**
- **Formless**